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ABSTRACT

This document examines the following four teacher center pilots in the National Teacher Center Program: the Bay Area Learning Center in northern California, the Rhode Island Teacher Center in Providence, the Texas Center for the Improvement of Educational Systems in Austin, and the Center for Educational Advancement located in Washington, D.C. Chapter 1 presents a brief history of the pilots. Chapter 2 deals with evaluation methodology and lists the six categories selected to aid in this evaluation, as follows: (a) establishment of program goals; (b) establishment of information systems; (c) delivery of products, processes, and services; (d) creation of new programs; (e) increase of interinstitutional governance; and (f) improvement of organizational health. Chapter 3 presents the findings at each center for each of the above categories. Similarities and differences across projects are also described. Chapter 4 discusses conclusions arrived at after examination of data pertinent to the future development of teacher centers. Appendixes include lists of components within sites not included previously, specific inservice and preservice training programs, and a document reference list. (PB)

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EVALUATING THE FOUR TEACHER CENTER PILOTS

THE SECOND ANNUAL REPORT

1973 - 1974

Volume I
THE FOUR PILOTS

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Evaluating the Four Teacher Center Pilots
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We also wish to thank the many educators at all four sites who participated as respondents in our surveys.

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Introduction to the Teacher Center Program

Remarks by Allen Schmieder at Teacher Center Conference February 12 - 13, 1974

The early history of the Teacher Centers was marked by experimentation. From its inception in 1971, the purpose of the National Teacher Center Program has been to explore institutional development strategies to reform teacher training at the local level. The germ of this concept originated in 1965, when the U. S. Office of Education (USOE) gave the American Association of Colleges of Teacher Education (AACTE) a grant of $1,000,000 to study ways to improve inner-city education, especially preparation of teachers of the disadvantaged. As a result of this grant, the book *Teachers for the Real World*[1] was written. This book posited that the major problem with American education was the growth of the public school system and the universities into such huge entrenched institutions that they had permanently lost contact with each other and, consequently, were not training teachers to deal with real and pressing problems.

As a way of coordinating educational development, *Teachers for the Real World* proposed the establishment of a Training Complex on neutral ground between the schools and the universities. This idea was then tested by a USOE task force which attempted to popularize the concept by developing seven model Training Complexes. Most educators approved the idea, but did not agree with the implicit assumption that American education needed to be revolutionized, or that real progress could only be accomplished on neutral ground and not within the framework of the traditional system. These observations were supported by the evidence that the model Training Complexes established by the Office of Education did not thrive. Therefore, in late 1971, it was decided to implement a somewhat less revolutionary program: four Teacher Center pilots which would not emphasize neutral ground, but instead would bring universities, schools and state departments of education together to produce programs that would increase the problem-solving capacity of professional school staff. (I 88 OE)[2]

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1. B. Othanel Smith, Saul B. Cohen, and Arthur Pearl, *Teachers for the Real World*, American Association of College Teachers of Education (Washington, D.C.) 1969.
2. Appendix C, Document Reference List, p. C-1.

Chapter 1

Brief History of the Pilots to 1974

The National Teacher Center Program was created under the sponsorship of the Office of Education in 1971. This new program encouraged universities, state education agencies (SEAs) and local education agencies (LEAs) to establish a comprehensive teacher-training capability that would be responsive to public school needs. Four sites were selected to pioneer the program: The Bay Area Learning Center (BALC) in northern California; the Rhode Island Teacher Center (RITC) in Providence, Rhode Island; the Texas Center for the Improvement of Educational Systems (TCIES) centered in Austin, Texas; and the Center for Educational Advancement (CEA) in Washington, D. C. The criteria for their selection as pilots were determined by a complex mixture of political, personal, professional and fiscal factors, and each seemed to be chosen with a discrete organizational environment in mind. The Bay Area project was a local program combining the resources of the school districts of Berkeley, Oakland and San Francisco; the Rhode Island site was intended to foster a closer association between the existing university system for teacher preparation and public schools through the state department of education; the Texas project—a multi-faceted state network of local Teacher Centers—represented diverse educational interests and socio-economic levels, and variations in size of school districts; and the Washington, D. C. project was chosen to represent a single urban system.

Basically, USOE officials expected that the varying pilot sites would serve to test the validity of four solutions to significant problems in education. The first of these solutions, the *delivery of validated practices and processes*, would encourage the application of educational research findings in the field. Prior to this time, very little of this new knowledge had been utilized and it was expected that the Teacher Centers would serve as a conduit into the public school systems they served. Secondly, Teacher Centers were to play a major role in the *improvement of the quality and delivery of in-service education*. Generally, educators accept both the need for such training and its attendant problems. In order to meet this need in in-service programs, Teacher Centers

seemed an ideal format. The third solution involved the role of Teacher Centers in *promoting better needs assessment and priorities assignment in local education.* The fourth and last idea to be tested by the Teacher Centers was their potential as viable mechanisms through which major educational constituencies and institutions could unite to create some form of *collaboration in training programs for all school personnel.* According to Dr. Schmeider, this last idea was purposely kept nebulous by USOE officials to allow for a creative attitude on the part of school administrators and teachers in the development of organizational structures. (I 88 OE)

Certain Office of Education officials formed the policy that little direction or predetermined structure would be imposed on the Teacher Center sites. Thus, the requirements for the pilots were broad in nature:

1. to insure that those involved in the program participate in formulating policy;

2. to develop and maintain an evaluation capability;

3. to insure that at least three kinds of institutions (that is, universities, public schools and state education departments) contribute to the planning and execution of teacher train ng;

4. to engage in systematic prefunding planning;

5. to insure management support at the highest institutional level;

6. to insure a coordinated information delivery system. (E 24 OE)

Within the confines of these six general requirements, the four pilots have developed totally individual images.[1] The BALC project is designed to provide in-service education to teachers and administrators within the three districts of the Bay Area, placing an emphasis on improving the quality of education for urban children of multi-ethnic backgrounds. It coordinates the activities of several local Teacher Centers, provides some direct in-service training, and administers several local training efforts. For example, the BALC coordinates and funds some of the activities of the Student and Teacher Access to Resources and Training (START) center in Oakland. A variety of in-service training is given, including development of creative learning environments within the classroom. It provides the same service for the Teacher Learning Center (TLC) in San Francisco. In addition to overseeing the activities of these two local Teacher Centers, BALC supports a staff development effort in Berkeley, aimed at improving management skills of school administrators through the utilization of an Organizational Development Model. BALC has also introduced the Bi-Lingual Bi-Cultural Program to the Oakland Public Schools which is designed to lower the dropout rate of Spanish-speaking students by offering bilingual courses in math, science, the humanities and the social sciences. (D 17 BAY; E 221 BAY; E 256 BAY)

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1. A more detailed description of each pilot project is available in Volumes II-V of this report.

The Rhode Island Teacher Center (RITC), a statewide project, provides technical assistance to effect the efficient use of resources by local education agencies. The project is organized around six components including the Education Information Center, internal evaluation, needs assessment, Competency-Based Teacher Education/ Certification, the Alternate Learning Center, and program development consultants. These consultants work with local districts and schools in an effort to increase or improve the capability of problem solving. They assist in identifying problems, serve as liaison personnel between schools and RITC services, survey solutions and direct the schools and districts to resources necessary for problem solving. In addition, the Alternate Learning Center provides a wide variety of in-service training to both teachers and administrators across the state. (D 9 RI; I 56 RI; E 32 RI)

The Texas Center for the Improvement of Educational Systems (TCIES) is a statewide coordinating agency for twenty-one local Teacher Centers. It provides assistance to the local centers in the areas of information dissemination, internal evaluation, needs assessment, institutional cooperation, Competency-Based Teacher Education/ Certification (CBTE), proven products utilization, and the use of change agents. The assistance, in various forms, is ultimately delivered to the local education agencies through the local Teacher Centers. The main focus of TCIES is on systematic, large scale improvement in the educational professions through Competency-Based Teacher Education and delivery of proven educational programs and practices. (E 107 TEX; D 1 TEX)

In Washington, D. C., the Center for Educational Advancement (CEA), the program has focused on improving the skills of urban teachers through the use of educational consultants. Another aspect of the program was providing teachers with mini-grants which allowed them to experiment with innovations within their schools. CEA also planned to compile a comprehensive list of effective educational programs within the school district as an additional teacher resource for identifying means of attacking individual educational problems. (D 6 DC; I 159 DC; I 169 DC)

In keeping with the provision that all centers should develop and maintain an evaluation capability, the Evaluation Research Center (ERC) of the University of Virginia,under the direction of Malcolm M. Provus, was chosen by OE to define and conduct the pilot evaluation work. Early conversations between the staffs at USOE and ERC led to the conviction that outside information should be gathered which could both aid in the development of each pilot's work and also render some accounting to OE as to the efficacy of Teacher Center work. With these purposes in mind, when the pilots were established the ERC staff subcontracted with them to undertake external evauation tasks:

1. to provide generalizations as to what national and local goals a Teacher Center program might be expected to serve;

2. to determine the extent to which national Teacher Center goals were being realized;

3. to determine the extent to which local projects were realizing or were likely to realize their goals.

During the period of this investigation, ERC's evaluators studied not only the more traditional programmatic variables at these four sites, but also significant conditions surrounding the development of their efforts, such as their organizational structure relative to their environment and their interactions with the Office of Education.

It is important to note that these four pilots from September 1971 to December 1972 were differentially affected by several shifts in the position of the USOE toward the support of teacher-training programs.[2] Each project reacted differently to these vicissitudes. The District of Columbia school management was engrossed in a political struggle for survival that transcended the importance of OE's dicta or any teacher-training program, and CEA atrophied. Texas continued to install its previously defined programs and TCIES grew. These two pilots ignored the confusion created in Washington.

In the Bay Area and Rhode Island centers, however, conflicting signals were received from Washington. At each site, project officers who were assigned by OE interpreted the agency's intents differently and, more important, felt obligated to take action on their own initiative to insure the success of their respective pilots. At BALC, despite clear warnings from the Evaluation Research Center to BALC and OE officials that the task of developing a plan of operation for the Teacher Center there was unlikely to be carried out effectively by a consortium of management consultants, instructions were still given by OE to proceed. At RITC, the struggle of wills led to an interruption of productive project activity.

In June 1972, a larger dilemma within OE had been resolved, and attention was redirected to the four Teacher Center pilots. Although funding of the pilots had continued during that uncertain year, the pilots were in very different stages of development. Finally in the spring of 1973, all four pilots were fully staffed and operationalized.

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2. Specific descriptions of change within USOE are contained in ERC documents I 22 OE, I 29 OE, I 31 OE, I 54 OE. See Appendix C for Document Reference List, pp. C 1 - 2.

Chapter 2

Evaluation Methodology

In February 1974 the Teacher Center program was two and one-half years old. The Evaluation Research Center brought together Office of Education officials and the Teacher Center directors in order to discuss both the progress made in that time in pilot activity, and the future. Conversations at this meeting centered around the kinds of information USOE needed to consider the future funding requirements of the pilots. Two Teacher Center directors stressed the need for summative evaluation data to show to legislators in order to gain their funding support. Dr. Provus, ERC's director, pointed out that summative or impact data are the most difficult to obtain and that he was not certain present funding would support its collection on the scale the pilots felt was necessary. OE and Teacher Center officials, however, urged the evaluators to proceed. After the February meeting, the ERC staff carefully considered the existing fiscal and staff resources and decided an impact survey would be feasible.

Cognizant of USOE's interest in the design and implementation of programs directed toward the resolution of educational problems, the ERC staff decided to gather summative data about Teacher Center impact by determining the extent to which the pilots provided problem-solving services to their clients. The following categories were selected:

1. establishment of program goals;
2. establishment of information systems;
3. the delivery of products, processes and services;
4. the creation of new programs;

TABLE 1

Overview of Components Implemented within Teacher Centers

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LEGEND

X = component implemented within site

(X) = component included in the survey

	Establish Program Goals		Establish Information System		Delivery of Products, Processes and Services				Creation of Programs				Inter-Institutional Governance			Improved Institutional Health		
	Internal Evaluation	Needs Assessment	Information Dissemination System	Awareness Conference	Extension Agents	CBTE/CDC	In-Service Training *	Pre-Service Training *	Learning Impact Teams	Mini-Grants	Gifted & Talented Program	Parent Participation	Advisory Board	Board of Directors	Steering Committee	Increase Organization's Resources	Organization Development	Institutional Integration
BAY AREA LEARNING CENTER (BALC)	X	X	X		X		X		X				X	X		X		X
Berkeley - Staff Development Center (SDC)		X					X					X					X	
Oakland - Student & Teacher Access to Resources & Training (START)		X					X					X				X		
San Francisco - Teacher Learning Center (TLC)	X	X			X		X						X			X		X
CENTER FOR EDUCATIONAL ADVANCEMENT (CEA)	X	X	X		X		X			X	X		X					X
RHODE ISLAND TEACHER CENTER (RITC)	X	X	X	X	X	X	X						X			X		X
TEXAS CENTER FOR THE IMPROVEMENT OF EDUCATIONAL SYSTEMS (TCIES)	X	X	X	X	X	X	X	X					X		X			X
DALLAS	X	X	X	X		X	X	X					X					X
FORT WORTH	X	X	X	X		X	X						X					X
HOUSTON	X	X	X	X		X	X	X					X					X
SAN ANTONIO	X	X		X	X	X	X						X					X
WEST TEXAS	X	X		X		X	X					X	X					X

* A complete list of specific in service training programs implemented within these sites is included in the Appendix B of this report.

5. the increase of interinstitutional governance;

6. the improvement of organizational health.

This categorical framework, depicted in Table 1, provides a total view of the components* planned and installed at each of the projects. [Table 1 on opposite page.] The "x's" in the table indicate components which have actually been installed. Based on this overview of Teacher Center activities, the staff at ERC designed a survey to determine the extent of impact of a sample of these components on local administrators and teachers in the four pilot sites. When reviewing the chart, it should be noted that although components may have the same name at different projects, the activities are similar in type but often differ in scope, context, and intensity of effort.[3]

Sample

Once Teacher Center activities were determined, it was important to review the relationship between the Teacher Centers and their clients. As indicated in Table 2, BALC provides services through three district staff-development centers (START, TLC and SDC), which in turn provide services to schools within their areas. In addition, BALC provides some services directly to the schools. RITC provides services coordinated through local districts, and TCIES furnishes assistance to a network of twenty-one local Teacher Centers spread across the state, each of which passes the assistance along to a pyramid of schools composed of a senior high school, its feeder junior high schools and elementary schools. CEA services are offered directly to eighteen target schools. Thus, as the table illustrates, populations served by the overall program vary from all educators in the Bay Area and Rhode Island to a selected number of schools in Washington, D. C. and a large number of schools in Texas.

The differences in population obviously placed some constraints on the sampling methods used in the various sites. Given these constraints, the samples were drawn as follows:

BALC A unique sample of ten schools each was drawn from the three school districts receiving services (Oakland, Berkeley, and San Francisco). The schools and respondents were selected on a quota basis. In Berkeley, the schools selected had all received BALC services. In Oakland, the chosen schools were those in which six or more teachers had received BALC training, and in San Francisco, they were randomly selected from the twenty-five schools served by the Teacher Learning Center. A total of 196 educators were sampled, 29 administrators, 38 secondary school teachers and 131 elementary school teachers.

RITC A stratified random sample based on the size of ten school districts was selected—one high school, two junior highs and three elementary schools from each district. The respondents included the

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* A component is defined as a group of similar activities, a constituent part of each program.

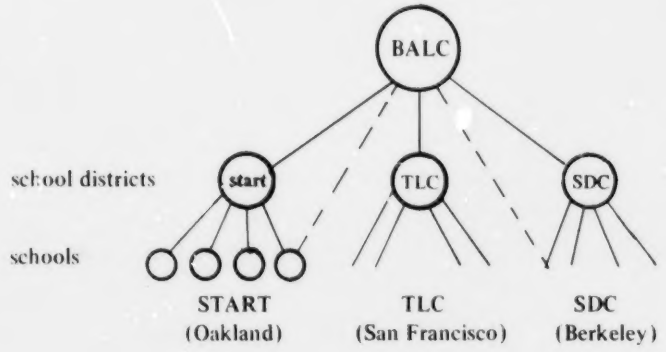
3. A list of components peculiar to individual sites and not comparable to other components at other sites is listed in Appendix A, p. A-1.

TABLE 2

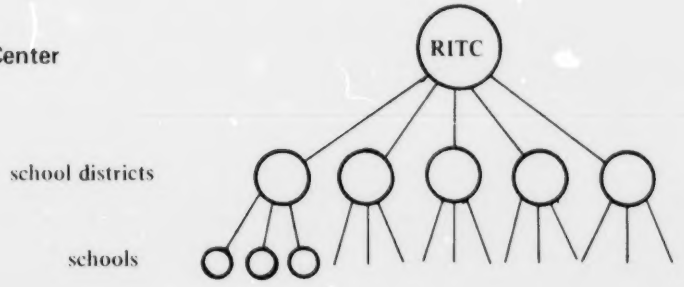
Relationships of Teacher Centers to Their Constituencies

Teacher Center

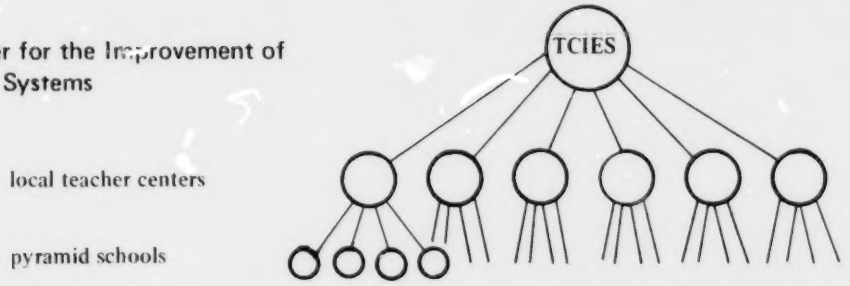
1. Bay Area Learning Center



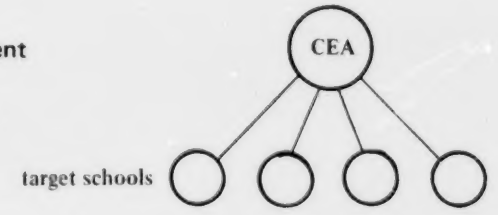
2. Rhode Island Teacher Center



3. Texas Center for the Improvement of Educational Systems



4. Center for Educational Advancement



district superintendent and the principal from each school, and a quota sample of from one to six teachers. In other sites, the sample included some users of Teacher Center services. Rhode Island did not specify that a respondent had to have used the services and no attempt was made to select educators who had actually used them. The total number of educators was 398: ten superintendents, 55 school administrators and 333 teachers.

TCIES Of the total of twenty-one pyramids, five sites classified as "fully operational" were sampled with interviews. These five, (Dallas, Houston, Fort Worth, San Antonio and Hereford County), were called Group I sites. Twelve of the remaining sixteen sites were named Group II sites, and were sampled by mailed questionnaires. Within each site, one high school, two junior high schools and five elementary schools were selected; the respondents included the Teacher Center director, the principal of each of the schools, and a quota sample of from one to six teachers. The Group I sample included five Teacher Center directors, 31 school administrators and 180 teachers, a total of 216. The response to the mailed questionnaires totaled 44; four Teacher Center directors, eight administrators and 32 teachers.

CEA Owing to logistical problems, the sample for this survey was drawn from only 18 of the 24 target schools served, and included one administrator and one to six teachers drawn on a quota basis. An attempt was made to obtain both users and non-users of the Teacher Center services. Eighteen administrators and 99 teachers, a total of 117, were interviewed.

A summary of the description of the sampling procedures used in this survey is graphically depicted in Table 3 on the following page. *The differences in sampling procedures is of critical importance in the interpretation of the results discussed in Chapter 3.*

Table 3

Sample Across Teacher Center Sites

	BALC	CEA	RITC	TCIES*	
				Group I	Group II
Administrators	29	18	65	31	8
Teachers	168	99	333	180	32
Directors				5	4
Total Number	196	117	398	216	44.....966

*The Texas Teacher Center director requested interviewing of the 21 directors in his state. This was appropriate because the Texas project involves 21 local Teacher Centers, each with distinct management activities.

Group I sites were those fully operational in the fall of 1973. Group II sites were those Local Teacher Education Centers (LTECs) in planning and early operational phases of development in th. fall of 1973.

Instrumentation

Based on their specific knowledge of the projects and their goals, the ERC staff developed several instruments which were used in structured interviews to assess the impact of the pilot Teacher Center projects. Their sources for obtaining information to develop these instruments included the following: the BALC Operational Procedure Handbook, 1973 - 74; the RITC Project Terminal Objectives List; a Proposal for Educational Personnel Development Continuance Grant from TCIES, and the CEA Internal Evaluation System Progress Report, Second Quarter. The ERC staff also conducted a series of interviews with project managers. Then they chose for investigation a sample of implemented components as indicated by the large circles on Table 4 shown on the following page.

With this information, the ERC staff derived a set of variables that measured the impact of these implemented components. For example, an objective for each pilot was to "train practitioners in validated educational products and or practices." Selected variables which measure the level of impact of this objective included:

TABLE 4

Overview of Components Included within the Impact Survey

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LEGEND

X = component implemented within site.

(X) = component included in the survey.

	Establish Program Goals		Establish Information System		Delivery of Products, Processes and Services				Creation of Programs				Interinstitutional Governance			Improved Institutional Health		
	Internal Evaluation	Needs Assessment	Information Dissemination System	Awareness Conference	Extension Agents	CBTE/CBC	In-Service Training *	Pre-Service Training *	Learning Impact Teams	Mini-Grants	Gifted & Talented Program	Parent Participation	Advisory Board	Board of Directors	Steering Committee	Increase Organization's Resources	Organization Development	Institutional Cooperation
BAY AREA LEARNING CENTER (BALC)	X	X	X		X		(X)		X				X	X		X		X
Berkeley: Staff Development Center (SDC)		(X)					(X)					X					X	
Oakland: Student & Teacher Access to Resources & Training (START)		X					(X)					X				X		
San Francisco: Teacher Learning Center (TLC)	X	X			X		(X)						X			X		X
CENTER FOR EDUCATIONAL ADVANCEMENT (CEA)	X	(X)	X		(X)		(X)			(X)	X		X					(X)
RHODE ISLAND TEACHER CENTER (RITC)	X	(X)	(X)	(X)	(X)	(X)	(X)						X			(X)		(X)
TEXAS CENTER FOR THE IMPROVEMENT OF EDUCATIONAL SYSTEMS (TCIES)	X	(X)	(X)	(X)	X	(X)	(X)	X					(X)		X			(X)
DALLAS	X	(X)	(X)	(X)		(X)	(X)	X					X					(X)
FORT WORTH	X	(X)	(X)	(X)		(X)	(X)						X					(X)
HOUSTON	X	(X)	(X)	(X)		(X)	(X)	(X)					X					(X)
SAN ANTONIO	X	(X)		(X)	X	(X)	(X)						X					(X)
WEST TEXAS	X	(X)		(X)		(X)	(X)					X	X					(X)

*A complete list of specific in-service training programs implemented within these sites is included in Appendix B to this report.

1. the number of hours spent in training;

2. the graduate credit received for the training;

3. the extent to which training addressed a need within the school or district;

4. the extent to which needs for training still exist;

5. the quality of the training;

6. the extent to which more training was desired;

7. the changes made in teacher/administrator behavior as a result of the training.

In addition to a number of structured items based on the above type of variables, open-ended items were provided in order to obtain more general information. It is important to note that a total of nine different instruments were developed for the overall survey. (Copies of these survey instruments are included in individual volumes for each site, Volumes II-V of this document.) These nine instruments include a specific form for administrators and teachers in each of three sites, one form for teachers and paraprofessionals in the Bay Area, and a form for directors of LTECs in Texas. Although each of the nine instruments contained items relevant only to specific sites, all instruments had a common set of items which determined client awareness of the availability of Teacher Center services, the use of those services and participant reaction to training.

The survey was conducted during the month of May. After a brief training session, eight different interviewers spent a total of 68 days soliciting interview responses from a total of 926 persons. In addition, 44 persons responded to the mailed questionnaires.

Data Analysis

Responses to both quantitative and open-ended items were analyzed. The quantitative data analysis was performed by computer at the University of Virginia, using the Statistical Package for the Social Sciences (SPSS). Means, modes, standard deviations, relative frequencies and percentages were calculated within pilot sites according to the official position of the respondents. Evidence of the construct validity of the structured and open-ended items was determined from the results of a principal axis factor analysis. The responses to open-ended items were categorized by a method of content analysis.

Limitations

Limitations to the contribution of this study include some qualifications as to the reliability and generalizability of the data gathered. The reliability of data may be

questioned because of the omission of criteria measures taken on the inter- and intra-reliability of interviewers following the training session. Generalizability may likewise be questioned because of the sampling procedures employed. **The data from Rhode Island are generalizable to all educators in that state, but data from the other sites are generalizable only to users and selected nonusers of Teacher Center services.**

Chapter 3

Cross Project Findings

It is difficult to summarize data across four projects when the instrumentation and sampling procedures used to gather those data varied to some extent from project to project. Even more tenuous is the matter of comparing the four projects based on this variety of information. Nevertheless, since there were some common aspects at each project addressed in all the surveys, the data have been aggregated in an attempt to gain insight into the general impact Teacher Centers had upon their clients.

Toward this end, the findings are organized according to the six common categories of service offered in some form by all Teacher Centers mentioned in Chapter 2: establishment of program goals; establishment of information systems; the delivery of products, processes and services; the creation of new programs; the improvement of organizational health; and the increase of interinstitutional governance. For each of the categories there is one or more component activity through which a particular project offered the designated service. For example, for the category, establishing information systems, a project director might identify as a component activity an awareness conference and/or program development consultants and/or information dissemination system. The body of this chapter is comprised of survey findings presented by component activity within category of service.[4] The six category summaries are governed by the outline below:

1. name and brief description of category N of service;
2. list of component activities *not* tested in survey;
3. list of component activities tested in survey;
4. description of component activity

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4. The data which are summarized in this chapter are explored in greater depth in the individual project reports, *Evaluating the Four Teacher Center Pilots: The Second Annual Report, Volumes II-V.*

a. summary of component data within the Bay Area;

b. summary of component data within Rhode Island;

c. summary of component data within Texas;

d. summary of component data within Washington, D. C.;

e. summary of similarities of component data across all projects;

f. summary of differences of component data among all projects.

As an aid to interpreting the category summaries, the results of items that assessed respondents' awareness of the existence of Teacher Center projects and of the availability of services follows under the general heading of awareness.

Awareness

Findings in BALC:

The selection of schools in the Bay Area was based on the participation of at least six teachers in some form of Teacher Center training. The total of 74 percent of the sample who said they were aware of the Bay Area Learning Center included: all the administrators, 56 percent of the secondary schoolteachers, and 73 percent of the elementary schoolteachers.

Findings in RITC:

In a stratified random sample taken in Rhode Island, a total of 52 percent of the educators were aware of RITC. They included: 100 percent of the school superintendents, 86 percent of the principals, 43 percent of the secondary schoolteachers, and 43 percent of the elementary schoolteachers.

Findings in TCIES:

Of the twenty-one sites in Texas, five were sampled by interview, twelve by mail, with nine of the twelve responding; the remaining projects were not included in the survey. A total of 85 percent of the educators were aware of their local Teacher Center. Included were 94 percent of the administrators, 72 percent of the secondary schoolteachers, and 85 percent of the elementary schoolteachers.

Findings in CEA:

In Washington, D. C., eighteen of the twenty-four target schools were surveyed. Included in the 86 percent of the educators aware of some CEA services were: 94 percent of the administrators, 74 percent of the secondary schoolteachers, and 92 percent of the elementary schoolteachers.

Similarities Across Projects: Awareness

Over half of all those interviewed were aware of the Teacher Center serving their area. Without exception, in all sites, the percentage of administrators aware of Teacher Center services was greater than 85 percent. Elementary schoolteachers were next, followed by secondary schoolteachers.

CATEGORY 1: ESTABLISHMENT OF PROGRAM GOALS

Component *Not* Tested: Internal Evaluation

Component Tested: Needs Assessment in Rhode Island, Texas and Washington, D.C.

Component Description: Needs Assessment in Rhode Island

The RITC defines needs assessment as ". . . a process comprised of the following steps: (1) determining goals; (2) prioritizing goals; (3) developing objectives; (4) assessing performances; and (5) establishing needs and determining resources. Teacher and student needs are to be assessed."

The first needs assessment for students was conducted from November 1972 to May 1973 and for teachers from April 1972 to November 1972. Project staffs have assisted local school districts in conducting their needs assessment efforts through distribution of a "how to" manual, relevant bibliographical information, linkage to needs assessment experts, linkage to funding sources, and ongoing consultation with State Education Agency needs assessment specialists and program development consultants for assistance in dealing with problems in any part of the process.

Component Findings Within Site: Needs Assessment in Rhode Island

The data indicate that of the 20 percent of all educators aware of needs assessment services, only 4 percent had used them. Two-thirds of the 4 percent said they had made specific uses of needs assessment data and cited "for planning purposes" as most frequent and specific use.

Component Description: Needs Assessment in Texas

From September 1972 to February 1973 the needs of parents, students (kindergarten through 12th grade), teachers, and school administrators were assessed through the use of the Houston and El Paso needs assessment systems. During 1973, the TCIES project, as a facilitating unit for the network of Teacher Centers, accomplished the following major needs assessment activities: (1) completed the first field test of the Houston and El Paso needs assessment systems; (2) conducted training sessions for Teacher Center personnel in five Houston sites to enable them to design training programs based on results of the field test; and (3) funded five Teacher Center operational plans based on field test data.

Component Findings Within Site: Needs Assessment in Texas

Approximately 44 percent were aware of teacher and student needs assessment services. Of the 25 percent who said they actually had used the service, half cited no specific outcome to this activity, and half cited "increased awareness or insight into teacher or student needs" and "improved classroom quality."

Component Description: Needs Assessment in Washington, D. C.

CEA defines needs assessment as "a method of assessing educational instructional and educational service program needs of teachers, and current and future needs of the students."

The CEA needs assessment was conducted in January 1973 in the CEA target schools. Teachers were asked to rank, in order, those areas in which they felt a need for training or other assistance. Examples were interpersonal relations, reading in content areas, classroom management, instructional modules, etc. A tally of responses is the basis of the training service provided to the staffs of target schools. CEA staff indicates that the needs assessment instrument has been revised in include students and parents as respondents.

Component Findings Within Site: Needs Assessment in Washington, D. C.

A total of 17 percent of the respondents indicated that they had participated in some form of needs assessment that could be directly associated with CEA. These respondents reported that there were no specific outcomes to this activity.

Similarities Across Projects: Needs Assessment

In the three projects with needs assessment components, less than 25 percent of those responding had actually used this service. In two of the projects, Rhode Island and Texas, a much higher percentage of clients were aware of this service than had used it.

Differences Across Projects: Needs Assessment

There are considerable differences across projects in the documented outcomes of the specific uses of needs assessment services. In Washington, respondents reported none, in Texas, over 25 percent and in Rhode Island, over 50 percent.

CATEGORY 2: ESTABLISHMENT OF INFORMATION SYSTEMS

Components *Not* Tested: None

Components Tested:

A. **Information Dissemination Systems in Rhode Island and Texas**

B. **Awareness Conferences in Rhode Island and Texas**

A. Component Description: Information Dissemination System in Rhode Island

The information dissemination system in the RITC project is the Education Information Center (EIC). "The EIC is an information collection, storage, retrieval and dissemination system established to facilitate research and program information throughout the State of Rhode Island." One way in which the EIC provides for implementation of this function is through the collection of educational documents from local educators for purposes of local and/or national dissemination. Other resources include: Educational Resources Information Center (ERIC), EIC Human Resources File, National Research Laboratories, and the Dialog Dial-Up Information System, "developed by the Lockheed Corporation's Information Sciences Laboratory in Palo Alto, California. Using a teletype terminal located in offices at the Rhode Island Department of Education, EIC retrieval staff are able to interact with the extensive computerized data bank in California." State education agency program development consultants provide access to EIC use for local education agencies and other clients by soliciting or responding to personal mail or telephone requests for information.

Component Findings Within Site: Information Dissemination System in Rhode Island

Of the 16 percent of all educators in the state of Rhode Island who had used the EIC, 75 percent were superintendents, 40 percent were principals and roughly 10 percent were teachers. Besides referring to the information as being generally useful, the use most frequently noted by respondents was that it contributed to the development of educational programs within their school districts.

Component Description: Information Dissemination System in Texas

The Educational Resources Information Center system is the information dissemination system for TCIES. It is called the Texas Information Service (TIS) project and may be considered to be a prototype library information/dissemination system that provides clients with rapid summaries of available knowledge in a given field. Clients include teachers, administrators, educational service centers, the Texas Education Agency, and professionals in institutions of higher education. Clients can contact the Texas Information Service by phone or letter and receive information from the system by mail. TCIES also provides clients with limited consultant resources.

Component Findings Within Site: Information Dissemination System in Texas

Approximately one-third of the educators surveyed had used the local EIC. This use ranged from 24 percent of the secondary schoolteachers, to 70 percent of the school administrators. A large number of users cited the most frequent outcome of this service as awareness and identification of resource persons to assist in solving local problems.

Similarities Across Projects: Information Dissemination Systems

Data from both projects indicated that a larger percentage of school administrators than teachers used the systems.

Differences Across Projects: Information Dissemination Systems

Differences occurred in the outcomes cited for this service. In Rhode Island, the information was used to help develop programs; in Texas, it was used mainly to identify resource persons and create awareness of other available services.

B. Component Description: Awareness Conferences in Rhode Island

Each year, at an awareness conference sponsored by the Teacher Centers, local school districts are given the opportunity to view proven products and present their proposals requesting training to install them. These conferences are important because they serve as the primary method for school districts to obtain these services.

Component Findings Within Site: Awareness Conferences in Rhode Island

Of the 6 percent of the educators who attended the annual awareness conference, 67 percent were superintendents, 40 percent were principals, 3 percent were secondary schoolteachers, and 7 percent were elementary schoolteachers. The specific outcomes of this service listed by the majority of educators attending the conference were: (1) more information about proven products, and (2) improved practices throughout the United States that are available for adoption in Rhode Island.

Component Description: Awareness Conferences in Texas

Potential users of proven products are made aware of their existence through awareness conferences.

Component Findings Within Site: Awareness Conferences in Texas

Of the 25 percent of the respondents in Texas who had attended an awareness conference, 61 percent were principals, 17 percent were secondary schoolteachers, and 20 percent were elementary schoolteachers. Specific outcomes listed were that awareness conferences served to promote respondents' recognition of specific programs available within the Teacher Centers.

Similarities Across Projects: Awareness Conferences

The data from Rhode Island and Texas show that a larger percentage of administrators participated in awareness conferences than teachers. Of the teachers a slightly larger percentage of elementary schoolteachers in both sites participated than secondary schoolteachers. The specific outcomes from both sites indicate that the administrators and teachers learned about the services provided by their respective projects at the conferences.

Differences Across Projects: Awareness Conferences

The data from Rhode Island and Texas show that there were no differences across projects.

CATEGORY 3: DELIVERY OF PRODUCTS, PROCESSES AND SERVICES

Components *Not* Tested: None

Components Tested:

A. **Program Development Consultants Extension Agents in Rhode Island and Washington, D. C.**

B. **CBTE CBC in Rhode Island and Texas**

C. **In-Service Training in Rhode Island, Texas and Washington, D. C.**

A. Component Description: Consultants in Rhode Island

The program development consultants constitute the main ingredient in the delivery system for Teacher Center services. Three key concepts are central to the role of the program development consultant: service, advocacy and leadership. The service concept operated essentially in terms of the linkage of clients to resources. These resources, ranging from needs assessment assistance to information services to installation of proven products, traverse the full scope of program development. In the capacity of advocate, the consultant advises the local education agency as to funding priorities, provides necessary information for proposal development, assists in proposal preparation, and then serves as advocate of the proposal when it is presented to the appropriate persons within the State Department of Education. The consultant acts in his leadership capacity when he creates the awareness in others that, if they look to him for assistance, their expectations will be met on some regular basis.

Component Findings Within Site: Consultants in Rhode Island

Approximately 11 percent of the stratified random sample of educators within the state had used the program development consultants' services. This use ranged from 78 percent of the superintendents, to 36 percent of the administrators, to 3 percent of the teachers. Of this 11 percent, three-fourths indicated specific outcomes of their use of these consultants, ranging from help in preparation of proposals for federal funds, to help in setting up in-service training, to help in maintaining a liaison between the local school and the State Department of Education.

Component Description: Consultants in Washington, D. C.

The CEA provides consultative assistance to aid teachers and administrators prepare proposals for mini-grants available through CEA.

Component Findings Within Site: Consultants in Washington, D. C.

Of the 22 percent who said they had obtained consultant assistance, 75 percent were teachers and 25 percent were administrators. These respondents said the kind of help they received usually centered on the preparation of mini-grant proposals.

Similarities Across Projects: Consultants

Results from these two sites indicate that whenever consultant services were used, the recipient could identify clear outcomes of the service. Respondents from both sites indicated that consultants had assisted them in obtaining help from outside services.

Differences Across Projects: Consultants

Data indicate that consultants in the Rhode Island project dealt more with administrators than with teachers and provided a wider variety of services to their clients. The reverse was true in Washington, D. C.

B. Component Description: CBTE/CBC in Rhode Island

The RITC intends to advance both CBTE and Competency-Based Certification (CBC) as project components. RITC staff has commissioned and is reviewing some pilot work in instructional modules. These modules extend from pilot efforts in: (1) the Alternate Curriculum Project at the University of Rhode Island; (2) the Elementary Education Psychology course; (3) Methods and Materials of Teaching Reading Course; and (4) PBTE audio-visual proficiency component at Rhode Island State College. The review information will be submitted to the associate commissioner of education's CBTE committee along with the major report "Position Paper and Recommendations of the Rhode Island State Certification Advisory Sub-committee," June 1973, which contained recommendations for development of a plan for CBTE/CBC activity within the state of Rhode Island for the period 1973-1978. The functions of the committee are to consider the whole notion of a CBTE program in the institutions of higher education and to develop/determine the competencies to be used.

Component Findings Within Site: CBTE/CBC in Rhode Island

In Rhode Island local education agency personnel involvement in CBTE/CBC came about when they had an opportunity to attend a Teacher Center-sponsored conference. At the conference the State Department of Education presented findings from pilot program work, and explained current plans for CBTE/CBC. A total of 3 percent of the respondents in that state said they attended the conference.

Component Description: CBTE CBC in Texas

The TCIES project operates on the assumption that "each (local) Teacher Center (in Texas) is committed to performance-based training and assessment as an integral part of all Teacher Center activities." CBTE programs have been facilitated by TCIES at the Dallas Teacher Education Center, the Southwest Texas

Local Cooperative Teacher Education Center, El Paso, the Houston Teacher Center, the Fort Worth/TCU Teacher Center, and the West Texas State University Teacher Center projects.

Component Findings Within Site: CBTE/CBC in Texas

Approximately 23 percent of the educators sampled from all Texas projects indicated that they used Competency-Based Teacher Education to some extent. However, this reported use varied a great deal across sites, with Houston employing this service more than any other project. Most projects in Texas did not report extensive use of CBTE/CBC.

Similarities Across Projects: CBTE/CBC

Examinations of the data showed activities in both projects were not comparable. (See Differences Across Projects).

Differences Across Projects: CBTE/CBC

The principal difference between Rhode Island and Texas in this regard was that RITC presented information to educators on the state of the art *locally*, while TCIES actually facilitated the training of personnel using CBTE techniques.

C. Component Description: In-Service Training in the Bay Area

BALC Workshop Seminars: A component of the project has been "initiation and implementation of workshops and seminars by BALC central office staff, designed to meet specific areas of need common to all three districts."

Oakland Student and Teacher Access to Resources and Training: START-BALC activities during 1973-74 included: two cycles of in-service training on leadership skills for school administrators; teacher in-service programs or Creating Environments for Active Learning Teacher Self-Analysis; seminars on Individualizing Learning; and Parent Effectiveness Training. Also, value clarification sessions, para-professional training, and a summer workshop were conducted.

San Francisco - Teacher Learning Center: "The project of the TLC is based on a working concept and is designed to serve as a resource for the school communities in the exploration and development of ways to facilitate successful learning experiences." A variety of staff-development programs are in operation at the TLC facility which are sponsored by BALC.

Berkeley - Staff Development Center - Organization Development (OD): The OD-Central Administration program has consisted of two-and-one-half day workshops with a monthly follow-up session to build a more cohesive, effective and self-sustaining cabinet.

Component Findings Within Site: In-Service Training in the Bay Area

Of the total of 91 percent of the sample who had attended one or more workshops offered in the Bay Area, 99 percent were both secondary schoolteachers and administrators and 89 percent were elementary schoolteachers. The average person sampled attended two workshops. More persons attended from Oakland and San Francisco than from Berkeley. Approximately 25 percent of the educators attending workshops received graduate credit for their participation. When asked to rate the quality of the training, respondents indicated that they thought the presentations were very effective, materials were very good, and most of the training objectives were achieved. A clear trend was apparent in these data: items that measured quality of training were ranked lower for Berkeley than for either San Francisco or Oakland. However, data from all three sites show that users felt the training addressed their needs extremely well. Ninety-five percent of the teachers and principals who attended in-service training indicated that they would be willing to participate in similar training or training in some other topic in the future. They also said that, as a result of this training, their behavior changed: they improved relationships with others; they improved their skills in teaching or administrating; they improved their self-awareness; and they increased their use of new materials. Finally, a total of 91 percent of the educators polled said they would contact a Teacher Center person in order to receive further training. This suggests a strong correlation between the respondents' desire to receive further training and their desire for BALC to be the agency providing it.

Component Description: In-Service Training in Rhode Island

Once products are selected, individuals from institutions of higher education and the field are trained as product trainers themselves. To familiarize the consultants with selected products, work sessions between the product developers and the program development consultants are conducted. Thus the program development consultants are able to assist local education agencies in their decisions about a product's relevance to their needs. To date, the following dissemination of proven products has occurred: "three awareness conference cycles (a cycle includes an awareness conference held for personnel of local education agencies, an RFP to the conference participants purchase, and installation of the products along with training in order to train teachers and administrators in product use) have been completed and 3,305 administrators were trained in the use of 14 proven products offered in the awareness conferences; this represents 30 percent of the population of educators from 70 percent of the local education agencies in the state." The proven products activity described above is conducted by the Alternate Learning Center of the RITC project.

Component Findings Within Site: In-Service Training in Rhode Island

One of the major foci of the RITC project was to provide in-service training to educators across the state. Data relating to training show that 70 percent of the

administrators polled indicated that there had been an increase in field-based teacher training over the past year. These data were further supported by the fact that 27 percent of the total sample indicated that they had participated in from one to eight different in-service training sessions sponsored by RITC. This included 78 percent of the superintendents, 38 percent of the administrators, 1 percent of the secondary schoolteachers and 22 percent of the elementary schoolteachers sampled. About 40 percent of the respondents reported that they received graduate credit for their time. The participants generally said that the training met their needs, but 60 percent indicated that this need still existed after the training session. On a Likert Scale of one to five ("ineffective" to "extremely effective"), the effectiveness of the training presentations was given a mean rating of 3.6, and the materials used in the training sessions were well received. When asked if they would want more training dealing with the same area, more than half of the respondents answered affirmatively, and almost all reported that they would want more training in some other area. The groups most favorable to the training were the superintendents, followed by the administrators. Response to the training items on the survey indicates that if a local educator participated in some form of in-service training, he generally reacted positively toward it. The outcomes of this training include: more individualized instruction; improved teacher-prepared visual aids; better classroom management; and improved relationships between administrators and teachers. Of those administrators and teachers receiving training, roughly 30 percent identified a Teacher Center person as the one to contact for further training.

Component Description: In-Service Training in Texas

TCIES defines a proven product as "a program and cost effective instructional system." The products are to be used in Texas by "pre and in-service trainers, teachers, trainees, and elementary and secondary schoolteachers." The proven products are identified primarily through ETS, research and development centers, and laboratories. Users of proven products are made aware of their existence through awareness conferences. Dissemination follows installation criteria and pilot testing in local situations. TCIES provides technical and developmental assistance to projects in the installation of proven products. Specific product installation activities of the TCIES project during 1973 include: (1) completion of cost effectiveness of educational products installed in 1972-73; (2) facilitation of product installation for 1973-74; (3) facilitation of training of IGE facilitators; (4) implementation of Sears Roebuck Foundation Grant for IGE; (5) conducting of state-level conferences on IGE to organize state network through Teacher Centers.

Component Findings Within Site: In-Service Training in Texas

Eighty percent of the educators sampled from Group I sites (Dallas, Fort Worth, Houston, San Antonio and West Texas) had participated in some form of in-service training sponsored by the local Teacher Center. Six percent of the

respondents received graduate credit for their work. Although this 80 percent participation figure was approximately the same for all categories of respondents, there was considerable variation across categories in the intensity of the training. Administrators received much more training than did teachers. In most cases, however, respondents said that the training addressed their needs and they would recommend it to others. Users cited such specific outcomes of training as improved ability in classroom management, behavior modification, and individualized instruction techniques. Roughly 20 percent of the users said that they would contact someone from the Teacher Center to receive more training.

Component Description: In-Service Training in Washington, D. C.

The CEA project defines proven products as "those instructional programs and teaching techniques which have been tested and found to be effective." For CEA the proven products are to be identified through bibliographic research, program research, and through capitalizing on professional expertise in various subject areas. Through workshops, in-service staff training meetings, demonstrations, and the information and dissemination component, teachers are made aware of the proven products and their availability for usage.

Component Findings Within Site: In-Service Training in Washington, D. C.

A total of 58 percent of the educators polled in the target schools had participated in some form of training provided by CEA. This figure included equal numbers of administrators and teachers. Sixty percent of the users participated in one training session, and 40 percent participated in more than one session. Approximately one-third of the participants received graduate credit, and their reaction to the training was generally favorable. Users also said that the presentations were effective, the quality of material was very good/excellent, the training objectives were met, and the training addressed their needs. Users listed specific outcomes of the training; included were: increased individualization of instruction; improved relationships between students and teachers, increased ability to define and set objectives; and more effective use of curriculum materials. Finally, while most users indicated that they would like more training in the same or other areas in the future, only 10 percent of the users identified a Teacher Center person as one to be contacted to receive further training.

Similarities Across Projects: In-Service Training

Although the particular types of training varied considerably within and across projects, it is interesting to note that the predominant number of users in all sites said that the training was effective. They consistently agreed that the training addressed their needs, the presentations were very good, the quality of materials was superior, and the training achieved stated objectives. There was also high agreement that they would like similar or different training if it were offered in the future. Finally, all sites had a large percentage of users who cited specific outcomes of the training.

Differences Across Projects: In-Service Training

Considerable differences exist in the percentages of respondents who participated in training. These differences to some degree are complicated by the different sampling plans used. The data indicate that in BALC, TCIES, and CEA, the percentage of respondents participating in training was approximately the same. These data were in contrast to RITC, where a far greater percentage of district superintendents participated than school administrators, who, in turn, participated more than schoolteachers. Another major difference concerned the granting of graduate credit for training. The data showed a range of from 25 percent in BALC to 40 percent in RITC to 6 percent in TCIES and 33 percent in CEA. A third notable difference is percentage of respondents who identified Teacher Center personnel as a contact for further training. This figure ranged from 91 percent in BALC to 30 percent in RITC to 20 percent in TCIES to 10 percent in CEA.

CATEGORY 4: CREATION OF PROGRAMS

Components *Not* Tested: Gifted and Talented Program, Parent Participation

Components Tested: Mini-Grants in Washington, D. C.

Component Description: Mini-Grants in Washington, D.C.

Teachers in the CEA target schools were invited to submit proposals for funding of innovative instructional programs. Criteria were established for the evaluation and selection of proposals; training in writing proposals to meet these criteria was offered to teachers who wished to respond to the request for proposals. The CEA advisory council reviewed the proposals submitted and selected twenty-seven for funding to begin in April 1973. These twenty-seven classroom programs are continuing in the 1973-1974 school year. The purpose of the mini-grant program in its first year was to provide teachers with funds to enable them to purchase instructional materials and to install innovative programs which would not have been possible under the regular budget.

Component Findings Within Site: Mini-Grants in Washington, D.C.

A total of 48 percent of those who used CEA services received mini-grants. These same persons indicated disappointment and frustration at the delay for funds in this program. Furthermore, many placed the blame for lack of funds on lack of coordination within CEA.

CATEGORY 5: GOVERNANCE OF EDUCATIONAL ORGANIZATION

Components *Not* Tested: Advisory Board[5], Board of Directors, Steering Committee

Component Tested: None

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5. A small, non-representative sample of local Teacher Center directors in Texas provide some insight into the utilization of this service in that state. This data is contained in Volume IV.

CATEGORY 6: IMPROVED INSTITUTIONAL HEALTH

Components Tested: Institutional Cooperation in Rhode Island and Washington, D.C.

Component Description: Institutional Cooperation in Rhode Island

The RITC defines institutional cooperation as "mutual support and articulation of activities in all educational institutions coming under the governance of the Commissioner of Education." Planning for institutional cooperation has resulted in "reorganization of Department of Education/Division of Development and Operations" to contain the Bureau of Technical Assistance (BTA) in which RITC is located. The BTA provides technical assistance to support and promote the efficient use by local education agencies of all resources provided for education. The institutions involved in this institutional cooperation effort are the State Department of Education, institutions of higher education and local school districts. The institutional cooperation is managed "through the governance of the Board of Regents, the Commissioner of Education, and their designees."

Component Findings Within Site: Institutional Cooperation in Rhode Island

A total of 67 percent of the superintendents and 44 percent of the principals surveyed indicated that they had participated in cooperative planning with institutions of higher education in their state. These cooperative planning efforts were generally grouped in two categories: program planning and pre and in-service training of teachers.

Component Description: Institutional Cooperation in Washington, D.C.

The project defines institutional cooperation as "cooperation and assistance of external elements (other schools, institutions, programs), providing for more efficient extensive operation and more effective implementation of CEA programs." The cooperative efforts envisioned include "representatives of institutions serving as members of the CEA Advisory Council, which meets regularly, and coordination of the efforts of the Center with those institutions and ongoing programs that will be mutally beneficial."

Component Findings Within Site: Institutional Cooperation in Washington, D.C.

Administrators only were polled for questions dealing with interinstitutional cooperation. Results indicated that 56 percent of the administrators had participated in some form of cooperative and coordinated staff development in teacher training. These administrators indicated that they had participated in cooperative planning with several different types of institutions. The planning efforts were for tutors in the schools, student teachers, staff and program development, and districtwide training programs. The role of CEA in this cooperative planning is unclear.

Similarities Across Projects: Institutional Cooperation

Administrator constituents of both RITC and CEA indicated that they had participated in some form of interinstitutional cooperation. The types of activities cited by both samples

concern the provision of training for preservice and in-service teachers and assistance with program planning.

Differences Across Projects

Examination of the data disclosed no differences across projects.

Chapter 4

Conclusions

What were the effects of the National Teacher Center Program upon its constituents? Do the data from the national impact survey suggest generalizations for further Teacher Center development? The purpose of this investigation, as noted in the introduction and rationale, was to provide information that addresses questions such as the above by examining the extent to which the objectives of the local Teacher Center projects, and concomitantly, the goals of the national effort, were realized.

Did the pilot projects realize their stated objectives? Or to what extent did the local projects provide services within the six categories of service they identified?

First, **did the Teacher Centers help local education agencies establish their program goals?**

The impact survey determined that three of the four projects implemented a formal needs assessment, one of the components in the category of establishing program goals.

These data do not, however, indicate many specific outcomes of the activity. The limited number of answers suggests that either the Teacher Center clients did not understand the request or did not recognize the outcomes. If the latter is true, then the theory has tremendous potential, but functional procedures need further development.

Second, **did the Teacher Centers disseminate needed information about research and current practices in education?**

Two components that fulfill this need—information dissemination systems and awareness conferences—were included in the survey. Information dissemination systems provide local educators with a formal mechanism for obtaining reviews of research data on educational innovations. **Results from Rhode Island and Texas indicate that their information dissemination systems did provide educators with information about educational programs and that the information was used both for developing new programs within schools and for assisting in the location of other available resources for local program development.**

Another component in this category was the awareness conferences provided in Rhode

Island and Texas. The point of this service was to familiarize local educators with a selected number of proven educational products or practices that could be adopted readily in their local schools. Data from the two projects show that many educators were made aware of proven products and practices at these conferences. At both sites, a larger percentage of administrators were made aware of these services than teachers.

Third, **did the Teacher Centers deliver products and services to their clients?**

Three components in this category were investigated across all four pilot sites in the impact survey: the use of educational extension agents, assistance in Competency-Based Teacher Education training, and provision for in-service training.

Educational extension agents, or consultants, known as program development consultants, were available to local education agencies in both RITC and CEA. **The data show that these consultants assisted both teachers and administrators in obtaining assistance for the solution of their individual, school or school-district problems.**

Assistance in Competency-Based Teacher Education was provided by Rhode Island and Texas projects in different forms. In Rhode Island, the major focus was in developing a plan for CBTE at the State Department of Education. Then a conference was held so local education agencies could become aware of the plan. A small percentage of educators did become aware of CBTE by attending the conference. In Texas, the emphasis was on developing local education agencies' capacity for use of CBTE. Data show that approximately one-fourth of the educators surveyed were implementing CBTE practices in some form. The majority of these respondents were from Houston.

Each of the four sites supported or provided teacher training as its major service. **The data clearly show that, although this type of training varied widely in content across the sites, most users felt the training addressed their needs and achieved its objectives.** They said, for the most part, that the training was effective. Furthermore, the educators surveyed expressed a desire for more training in the future.

Fourth, **did the Teacher Centers directly create new programs?**

The only component surveyed in this study was the mini-grant program in CEA. **Data from local respondents indicate that this program was ineffective, due to poor management on the part of the Teacher Center.**

Fifth, **did the Teacher Centers affect the governance of educational institutions?**

No data was gathered which pertained to this category.

Finally, **did the Teacher Centers improve institutional health?**

The only aspect of health surveyed was that of institutional cooperation. **Data from RITC and CEA show that local administrators cooperated with both institutions of higher education and state departments by conducting preservice and in-service teacher training and by planning school programs.**

Did the National Teacher Center Program realize its objectives? Or, to what extent were the following problem-solving strategies implemented?

1. Delivery of validated practices and programs;

2. improvement of in-service education for teachers;

3. promoting better needs assessment and priorities assignment in local education;

4. collaboration for teacher-training programs.

Clearly the data show that all four pilot projects were effective in implementing the first of these strategies by providing extensive in-service training programs in validated programs and practices. The question of whether in-service education was improved is more difficult, since no comparisons with other methods were made. It might be said, however, that in-service training was made more relevant and current, since all the programs took great pains to provide training in a wide variety of new innovative programs. Not only was care taken to provide a variety of programs, but considerable effort was exerted by the Teacher Center staffs to make their constituencies aware of what training programs were available.

Needs Assessment

Were better needs assessment strategies promoted in the local education agencies? On one hand, the answer has to be yes, as in most cases prior to the Teacher Center effort, little or no information on needs assessment was readily available to local education agencies. On the other hand, the data suggest that considerably more research is required to make needs assessment a viable part of the problem-solving strategem. Each of the four pilot projects either promoted the use of its own needs assessment activities, or made use of available needs assessment data. As noted earlier, the results from the survey indicated that few specific outcomes were cited at those sites using their own needs assessment activities; for example, development of new programs or changes in program priorities based on needs assessment data.

Validated Practices and Programs/In-Service Education

Clearly the data show that all four pilot projects were effective in providing extensive in-service training programs in validate programs and practices. The question of whether in-service education was improved is more difficult, since no comparisons with other methods were made. It might be said, however, that in-service training was made more relevant and current, as all the programs took great pains to provide training in a wide variety of innovative programs. Not only was care taken to provide a variety of programs, but considerable effort was exerted by the Teacher Center staffs to make their constituencies aware of what training programs were available.

Collaboration

Finally, to what extent did the National Teacher Center Program promote collaboration in teacher training? The data from the survey give us little help in answering this question. It is possible, however, to look at other data on the organizations that were created to provide this training and reflect on their collaborative arrangements.

All of the pilot sites have advisory boards made up of their major constituents—State Department of Education officials, professional organizations, college and university professors, community representatives and others. No data was gathered in the impact survey concerning the influence each group exerted in a policy-making situation. In addition to collaborative advisory boards, several of the pilots organized themselves in unique ways to promote the interaction of groups of people that did not usually work together. BALC, for example, was

structured on the premise that if three school districts cooperated, better in-service training could be offered to all three districts, thereby giving an example of how one Teacher Center not only used the collaborative resources of three school districts but incorporated them for the benefit of all.

At RITC the collaboration was dramatic. RITC, a unit of the State Department of Education, coordinated the in-service training between the public schools and universities. As a result, these three competing institutions worked together for the first time.

In Texas the statewide Teacher Center project (TCIES) coordinated a network of twenty-one local centers which, in turn, helped coordinate the resources of local schools, universities and communities. Besides encouraging collaboration between local education constituents, TCIES helped to coordinate teacher training with the State Department of Education. And so, since at least three of the four sites were organized to require cooperation between members of educational groups, there is little doubt that as a national effort Teacher Centers made strides in helping to create collaboration in teacher training.

What generalizations can be advanced about local and national education goals that the Teacher Center can be expected to serve? The data seem to indicate that, as a national effort, the four strategies—promoting needs assessment, delivering validated practices and processes, improving in-service training, and encouraging collaborative arrangements in teacher education—were realized to a different extent by the individual sites. Perhaps then, the way to generalize from these data is to review some organizational models that one might employ to effect the strategies that the Teacher Center officials at the U. S. Office of Education originally had in mind.

First, if one believes that problem solving should be initiated from the perspective of the school district or school, and that school administrators should make the lion's share of decisions about what administrator, teacher and student skills should be improved, then the model of the Rhode Island Teacher Center organization might be appropriate. This model offers such services as education extension agents, a sophisticated information dissemination system, needs assessment and awareness conferences, all of which help administrators identify and clarify their problems. In addition, by serving as coordinator between public schools and universities, the Teacher Center has helped the site achieve a collaboration that involves university professors in in-service activity in the public schools and public school personnel in identifying and planning in-service programs.

Using these services and this collaboration, school personnel can choose solutions which may involve resources not only outside the scope of Teacher Center training, but outside of all Teacher Center services.

Another model is the one used by CEA in Washington, D. C. and START and TLC in California. This method works on the assumption that improvements in education should come from the individual educator; he/she is urged to choose services that are most relevant to his/her needs. Through this model the Teacher Center concentrates its resources on training for teachers and administrators in a wide variety of topics that are most relevant to current educational problems. This type of Teacher Center has training workshops, facilities in which new products are shown and in which educators receive assistance from Teacher Center staffs in solving specific problems.

A third model, which is a variation of the second, is the type used by BALC. This model provides services similar to CEA's, but also coordinates the activities of three local centers. The advantage of the coordinated effort is that, by pooling their resources, this method offers a wider variety of quality-training programs. Here, too, individuals are responsible for determining their own program needs.

The TCIES is still another way of achieving the national goals. Here, as in the method used by RITC, there is a statewide organization that offers direct services to local education agencies. Like the BALC, it operates on the assumption that problem-solving capacity is enhanced by the systematic coordination of all local Teacher Center efforts. The local centers, in turn, work to provide services for selected schools. These services are, for the most part, similar to the services provided by the Teacher Centers at other sites.

With such a diversity of models to choose from, and a variety of places in which to place emphasis, the methods local school districts, universities and state departments of education can used to achieve the national Teacher Center goals is only limited by the imagination and needs of their teachers and their students.

From examination of the data, the following conclusions were reached which are pertinent to the future development of Teacher Centers:

- more conceptual development and field testing of needs assessment processes and instruments is needed in order to produce the means to determine educational needs at the local level;
- teacher training was a major service to the local education agencies and clients deemed it to be most effective. The content was most varied, answering the perceived needs of local teachers and administrators. Educators indicated that more training is needed and desired, particularly in-service training;
- education consultants were extremely effective as advisors, information specialists and as technical assistants; this is another area that might profit from futher exploration.

With this knowledge, additional evaluation activity can be carried out in 1974-1975 by the ERC staff. This will consist of:

- validating those specific promising aspects of the four Teacher Center models;
- determining those aspects which contribute to project success;
- focusing on these aspects and combining them into a description of a general model, which could be used by any institution—state department of education, institution of higher education or local school district—interested in setting up its own Teacher Center.

Some or all of the validated aspects of the model will aid educators and decision makers to improve the training of education personnel, enable them to establish their own Teacher Centers and thereby improve the education of our children.

Appendix A

Components of Each Site Not Included in Table 1

Bay Area Learning Center (BALC)

- Management Skills and the Principal (Shelter Institute)
- Organization Development (OD)
- Black Parent Concerns
- Bicultural/Bilingual Projects
- Crisis Workshops
- Park South Teaching Center

Rhode Island Teacher Center (RITC)

- Utilization of Proven Products

Texas Center for the Improvement of Educational Systems (TCIES)

- Proven Products Utilization
- Change Agent Schema
- Instructional Management System for CBTE
- Community Parent Participation

Center for Educational Advancement (CEA)

- Proven Products Utilization
- Reviewing Elementary Reading Textbooks for Approval

Appendix B

Specific In-Service and Preservice Training Programs Within Teacher Center Sites

Bay Area Learning Center (BALC)

A. BALC

- Ethnicity and How to Share It
- We're All in the Soup and What a Stew
- Principals Workshop

B. Teacher Learning Center (San Francisco)

- Studies in Multiculture Awareness
- An Evening with Kenneth Johnson (Language and Culture of Black Children)
- Humanizing Education: Some Ways to Begin
- The Teaching-Learning Process: Another Look
- Humanizing Education: Joys and Tribulations
- Open Workshop
- The Role of the Arts in Strengthening Language & Math Skills
- Come Walk in Other Moccasins: A Native American Experience
- Activities for Science and Language Development
- Practical Experience with New Social Science Techniques and Materials in Junior High School
- Helping Children Become More Self-Reliant and Independent
- Listening-Viewing Center in the Classroom
- Assessing the Growth of Elementary School Children
- How Did I Get Over? (in commemoration of Black History Week)
- An Experience in Afro-American Cookery
- Japanese Girls Day Celebration
- An Experience in Japanese-American Cookery
- The Accent Is Italian
- Using Animals as Teaching Tools
- A Multi-Cultural Evening
- Creativity in Language Arts
- Math Is Alive and Well in the Bay Area
- An Evening with Mary Collins
- An Early Childhood Weekend
- A Primary Evening
- Yeah-Team

B. **Teacher Learning Center**—continued

- A Language Arts Evening
- Activities for Language Development in Early Childhood
- The Japanese Experience in America
- Craft Holiday Ideas
- Chinese New Year In-Service Ideas: Resources, Materials & Chinese Cooking
- A Chinese Art Show & Demonstration of Brush Painting & Calligraphy
- Sharin' O' the Green (an exploration of Irish-American culture)
- Mexican Heritage
- Philippino Heritage
- Exploring the Personal Dynamics of Teaching & Learning

C. **Student & Teacher Access to Resources and Training (Oakland)**

- Leadership Lab (Administer In-Service)
- Emphasis: Effective Teaching Behavior
- Emphasis: Movement
- Emphasis: Communication
- Emphasis: Games in Learning
- Bodega Bay Workshop
- Asilomar Workshop
- START Center Evenings
- Teacher Center/Construction Corner
- Teacher Self-Analysis
- Multi-Ethnic Experience
- Summer Workshop 1973: Search for Human Values
- Instructional Assistants Training
- Math Program: At School Sites
- Math Program: Individualizing Math
- Individualizing Learning
- Individualizing Secondary English
- Monolingual Curriculum Development Program
- Learning Center In-Service
- Understanding Children's Behavior
- Mini-Course (Individualizing Math & More Effective Questioning)
- Workshops Toward Individualizing Learning at Frick Jr. High School
- Teacher Phone
- Protocol Materials Review
- Creating a Teacher Center at START
- ESSENTIA Weekend Workshop

D. **Staff Development Center (Berkeley)**

- Delivering Basic Skills to Black Students

Rhode Island Teacher Center (RITC)

- Career Education Workshop
- Language Arts Approach to Reading
- 480 Reading Workshop
- OPEN Workshop
- Workshop in Validating Methods & Materials in the Teaching of Language Arts
- MUS-IGE Workshop
- Matchbox Workshop
- Apex Workshop
- First Step Workshop
- Camshop Workshop
- Behavioral Objectives Workshop
- Teaching of Science
- Mini Courses
- Individually Prescribed Instruction: Math

Texas Center for the Improvement of Educational Systems (TCIES)

- IGE
- Mini Courses
- Career Education
- Drug Education
- BASICS
- Human Development Program (Magic Circle)
- Dallas Urban Education (DUE)
- Educational Excellence (EE)
- Instructional Development Institute (IDI)
- Thiokol Program (Human Relations)
- Reading
- Improving Teacher Strategies (C & I 603)
- Matchbox Kits
- Interpersonal Communications
- Interaction Analysis
- Research Utilizing Problem Solving

Center for Educational Advancement (CEA)

- Learning Activity Package Workshop
- Instructional Development Institute Training Sessions/Technical Assistance Workshop
- Behavioral Objective in Reading Workshop
- Open Space/Ungraded Classroom Workshop
- Parent/Teacher-Aide Workshop
- Developmental Reading II (GT 5551)
- Teaching Math in the Elementary/Secondary Schools (GT 615)
- General Semantics (GT 626)
- Expository Reading & Writing and Basic Research Skills (GT 627)

Appendix C

DOCUMENT REFERENCE LIST

Summary Volume

Document Number	Description
I 22 OE	Occasional Report # 1, December 6, 1971
I 29 OE	Occasional Report # 2, January 11, 1972
I 31 OE	Occasional Report # 4, February 18, 1972
I 54 OE	Occasional Report # 6, June 1972
I 88 OE	Robert O'Connell's draft report for Teacher Centers, February 1974
E 24 OE	Draft of proposed statement on Educational Renewal Strategy # 3, December 10, 1971
D 17 BAY	Project Summary Information, BALC
E 221 BAY	BALC Operational Procedures, 1973-74
E 256 BAY	Memo to Oakland Board of Education from Dr. John Favors, re: BALC Project Report, August 13, 1974
I 56 RI	RITC Program Design, contained in the RITC Interim Report, November 1, 1973 to January 31, 1974
D 9 RI	Project Summary Information, RITC
E 32 RI	Role of the Program Development and Diffusion Consultant as and Educational Extension Agent
D 1 TEX	Project Summary Information, TCIES
E 107 TEX	Overview of the Texas Teacher Center Project, presented at Teacher Center Conference, February 12-13, 1974
D 6 DC	Project Summary Information, CEA
I 159 DC	Draft, Gifted and Talented Component Design
I 169 DC	CEA Internal Evaluation Final Report, FY 1974, dated August 31, 1974

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